EFFECTIVE and EXPLICIT INSTRUCTION

VIRGINIA TIERED SYSTEM OF SUPPORTS BREAKOUT SESSION
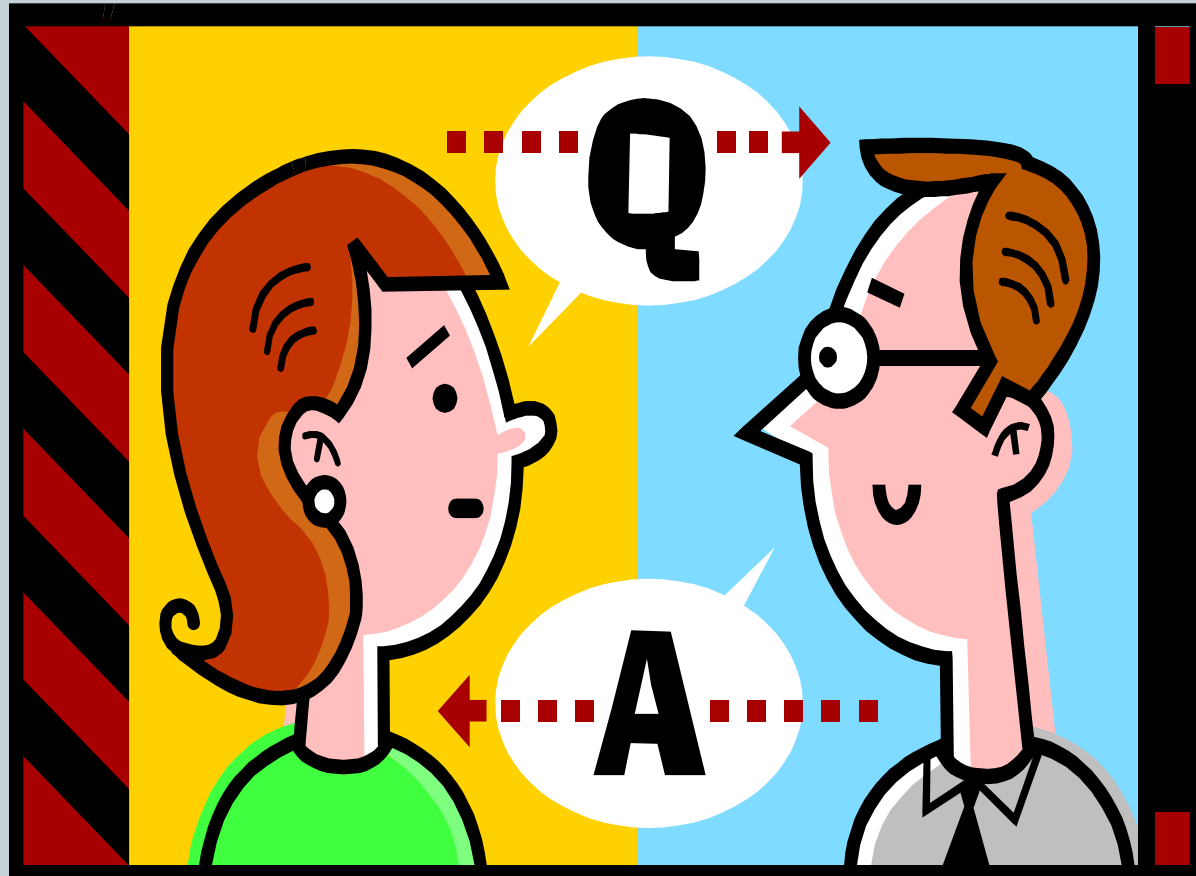
REGINA PIERCE
VTSS

"Attention Getters"

1. Holy Moley: Guacamole!
2. Goodness Gracious: Great Balls of Fire!
3. Claaasssss: Yessss!
4. McDonald's Theme: I'm lovin' it!
5. I Get By: With a little help from my friends
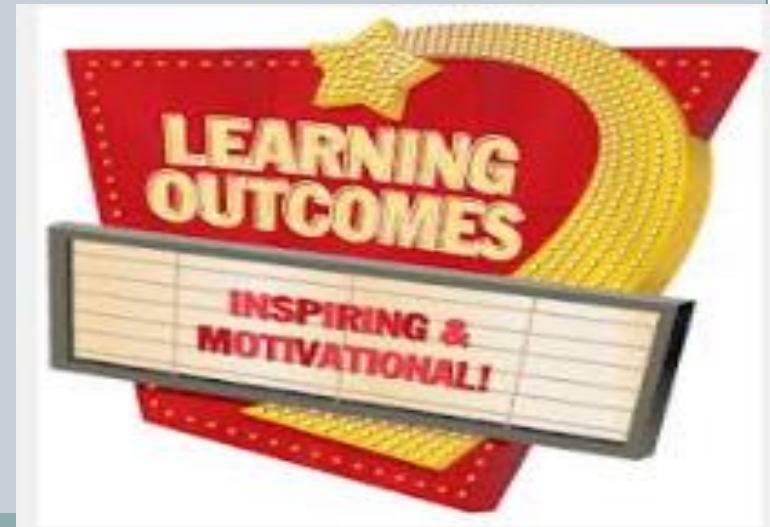
- Let the students select and create responses
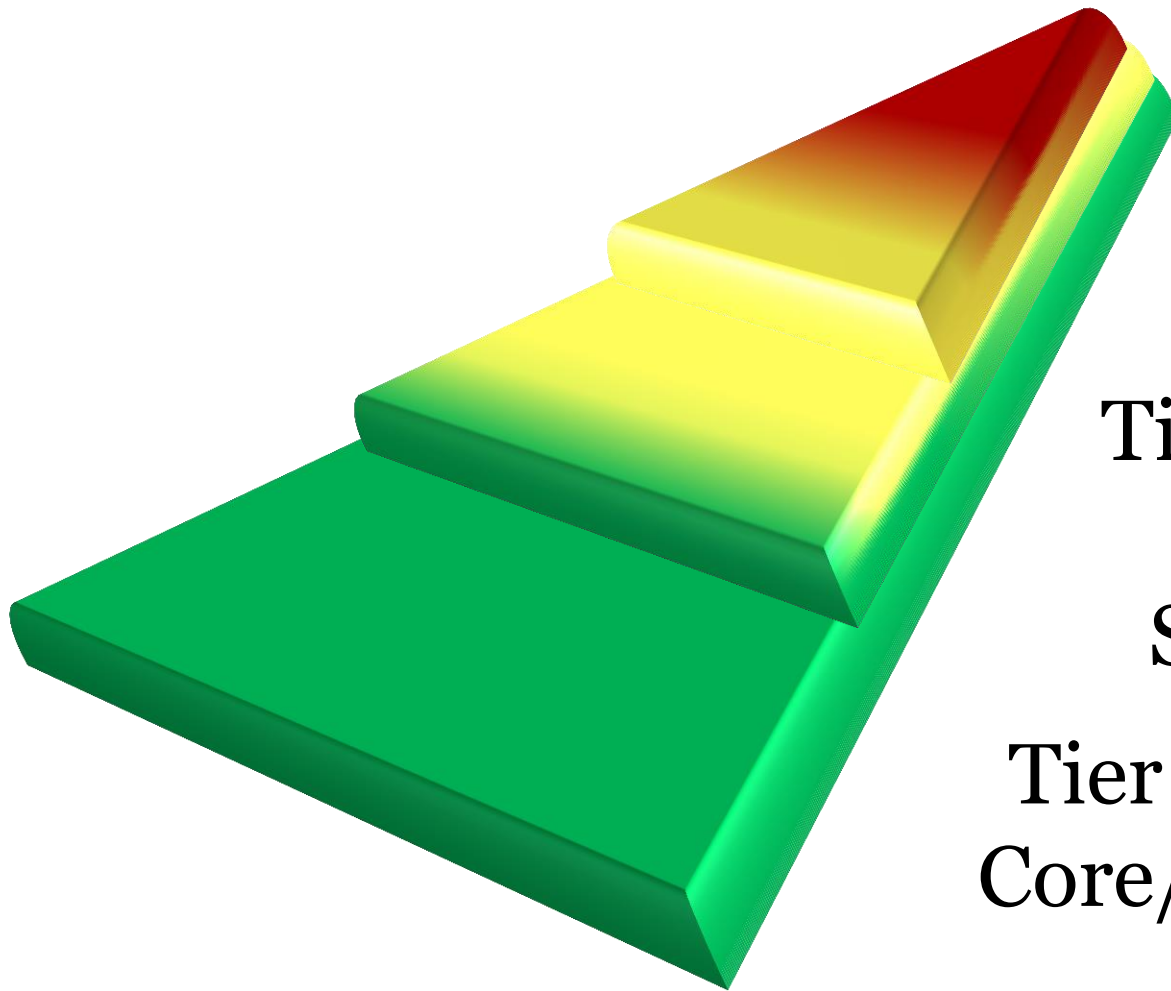
Partners One and Two

Session Outcomes

- Participants will obtain tools to utilize and support effective and explicit instruction in the classroom.
- Participants will understand explicit instruction in the context of tiered system of supports.

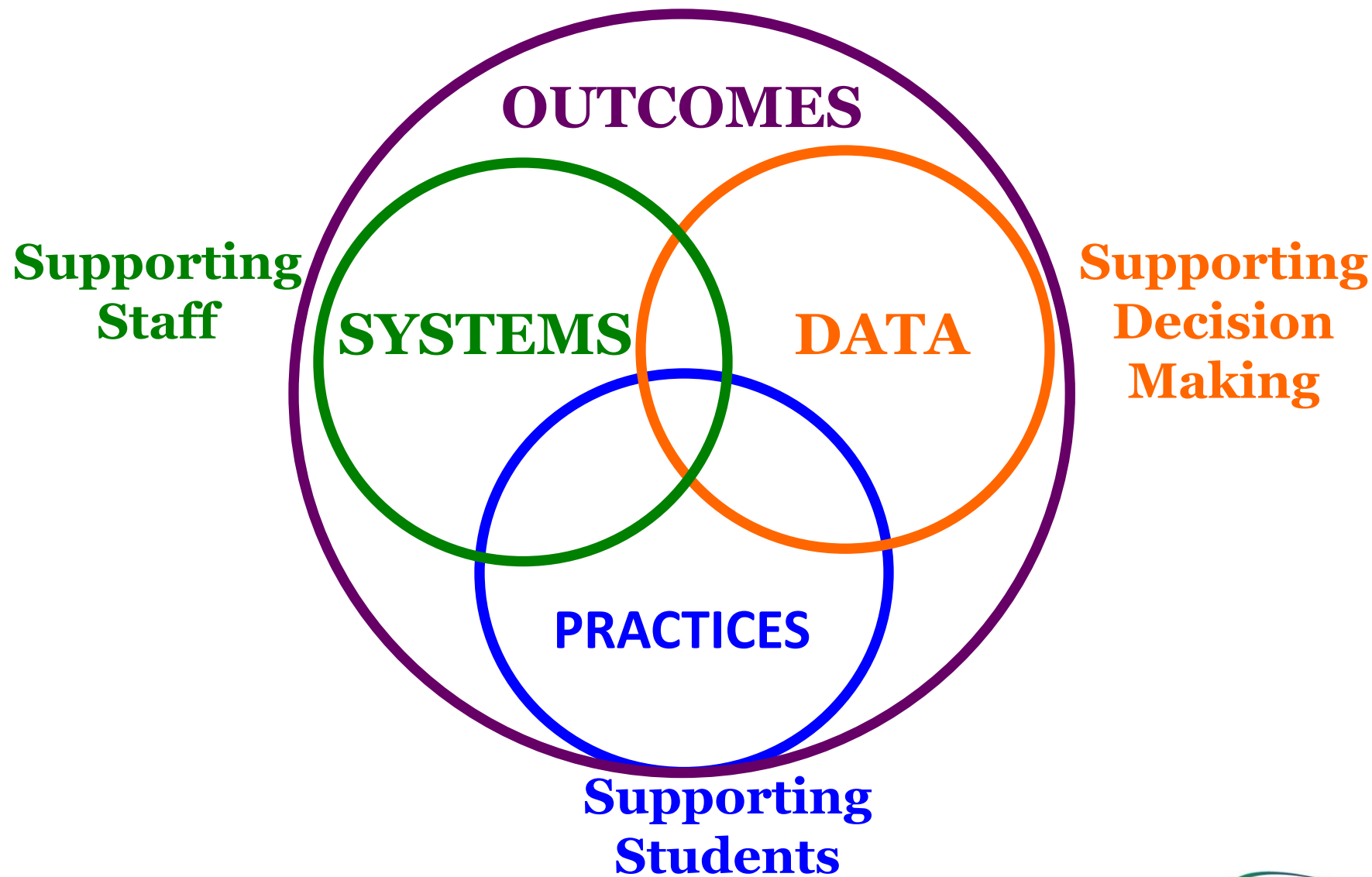# Continuum of Supports

Tier 3 for a *Few*: Intensive, Individualized

Tier 2 for *Some*: Targeted for Small Groups

Tier 1 for *All*: Core/Universal

Supporting Improvements in Behavioral Competence, Academic Achievement and Social-Emotional Wellness

General Instructional Principle

- Instruction at student's knowledge/skill level

Lower
Prior
Knowledge

Higher
Prior
Knowledge

Needs Complete,
Explicit
Systematic

Can Profit from
Incomplete
Implicit
Less Structured

ReschlyRTI

Explicit Instruction and Discovery *Not an either or - but a when.*

Explicit Instruction	Discovery
Little or no background knowledge	A great deal of background knowledge in the domain
History of difficulty, of failure	History of success

Anita Archer

Six Principles of Effective Instruction

1. Optimize engaged time/time on task
2. Promote high levels of success
3. Have students spend more time in instructional groups
4. Increase content coverage
5. Scaffold instruction
6. Address different forms of knowledge

Based on the research of Dr. Anita Archer and Dr. Charles Hughes

#1 Optimize Engaged Time/Time on Task

- Multiple opportunities to respond in Tier 1/Core Instruction along with the support of Tiers 2/3 instruction.

- Activity: Utilize the "Active Participation Reference Sheet." Talk with your partner about
  which strategies we have already
  used in this short amount of time.

#1 Optimize Engaged Time/Time on Task

- Use classroom routines: behavior and academic

  - Academic Routine: Vocabulary

  - Behavioral Routine: Slant

Vocabulary Routine

- Step 1: Introduce the word (pronounce, decode)
- Step 2: Introduce the meaning
  - Student friendly
  - Analyze meaningful parts
  - Critical attributes
  - Ell cognates
- Step 3: Illustrate with examples
  - Concrete
  - Verbal
  - Visual
  - Critical attributes
- Step 4: Check students' understanding
  - Examples and non-examples
  - Student-made examples
  - Questioning techniques

#2 Promote High Levels of Success
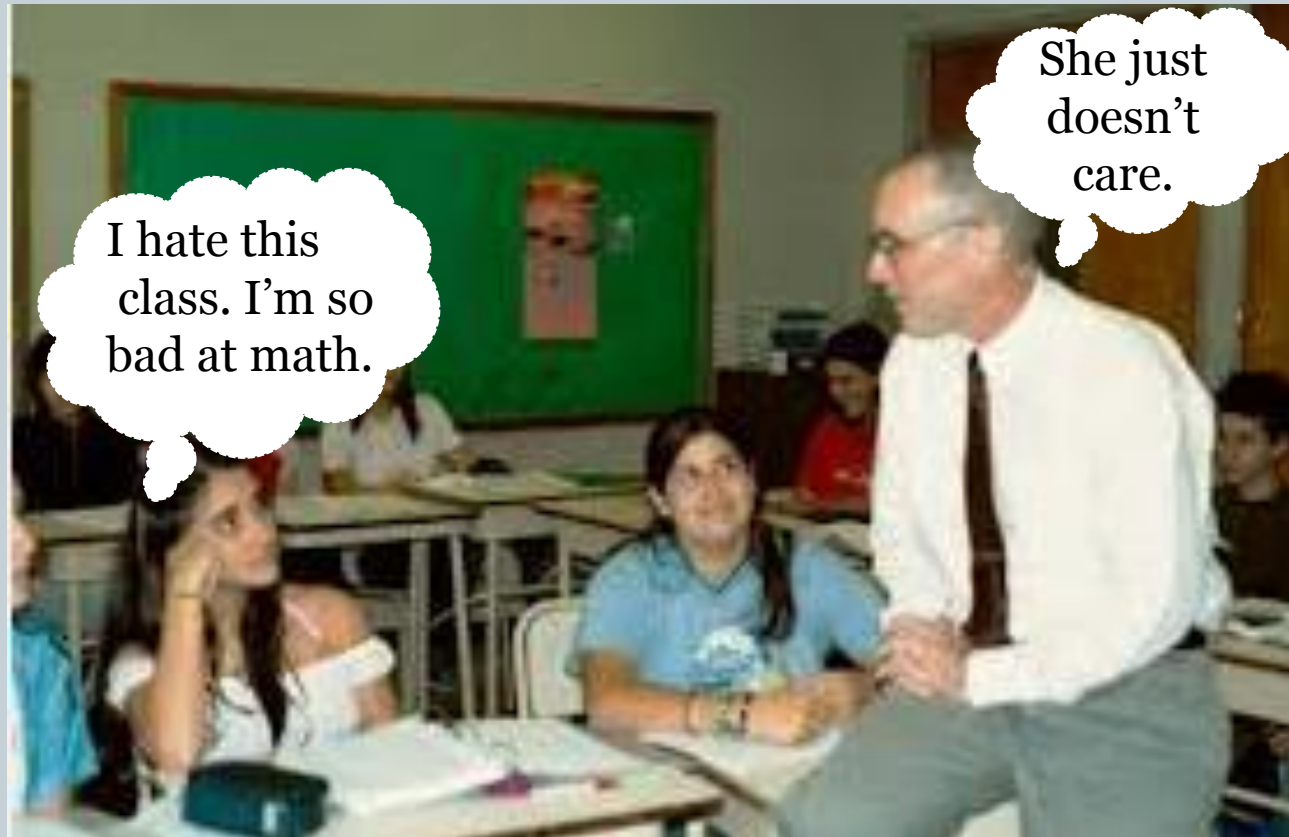
#2 Promote High Levels of Success

#2 Promote High Levels of Success

- Rates of correct responses
  - During initial instruction
  - During independent practice
  - - guess how many?

- Small instructional units
  - Assess prerequisite skills; reteach if necessary

- Step by step examples

- Monitor initial practice attempts

- Guided practice with teacher monitoring

Monitoring Student Responses

- Walk around, look around, talk around
- Prevent the practicing of incorrect responses
- Provide immediate feedback
  - Correction provided
  - Immediate
  - Specific and informative
  - Focused on the correct versus incorrect response
  - Delivered with appropriate tone
  - Ended with the students giving the correct response

Examples and Non-Examples

Example and Non-Example

- 4,8,19,20,21,25,34

- The correction was
- -provided
- -immediate
- -specific
- -focused on the correct answer
- -delivered with the appropriate tone
- -ended with the student giving the correct response

More on Movement...

"The mind can only absorb what the seat can endure."

- Bill Himmele, Father of William Himmele, as quoted in William's book:

Total Participation Techniques, ASCD, 2011

PUTTING IT ALL TOGETHER

The Structure of an Explicit Lesson

- Opening it up
- Teaching it
- Closing it

THANK YOU FOR YOUR ACTIVE PARTICIPATION!

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